

**INFLUENCE OF INSTITUTIONAL PRACTICES ON WOMEN
LECTURERS' PROGRESSION TO MANAGEMENT POSITIONS IN
LIBERIA: A CASE OF UNIVERSITY OF LIBERIA**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other University

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DEDICATION

This work is dedicated to my dear husband Ambassador George S. W. Patten Sr., my mother Jabbed Fatu Senwah and my lovely children Kona Praise Simpson, Victoria Patten and Julius T. Patten.

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I give glory to God for the gift of life. He has taken care of me with unfailing love and sufficient grace.

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ABBREVIATIONS AND ACCRONYMS

AA	Affirmative Action
CEDAW	Convention of the Elimination of All Forms of Discrimination
CHE	Commission of Higher Education
LCHE	Liberian Commission of Higher Education
UL	University of Liberia
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

ABSTRACT

Despite the key role played by women in social and economic development, gender differences in education and formal employment have continued to retard the female potential in favor of their male counterparts. Consequently, this study sought to investigate the influence of institutional practices on women lecturers' progression to management positions in Liberia based on the perspectives of the University of Liberia. The study sought to determine the influence of women lecturer mentors, administrative support, implementation of internal affirmative action policy, and promotion criteria on women lecturers' progression to top management. The study employed a descriptive research methodology that incorporated survey techniques in collecting data from target respondents, who were employees of the University of Liberia using both structured questionnaires and interview guide. The survey sample consisted of all full time lecturers and senior administrators at the University of Liberia. Purposive sampling was used as a guide to selecting women senior administrators of the university while simple random sampling was used to select male administrators. Stratified random sampling was used to select lecturers. A total of 168 respondents comprising of 1 president, 5 vice presidents, 10 heads of academic programmes, and 152 lecturers participated in the survey. The questionnaire return rate was 95.2% Data collected was coded, input into, and analyzed using SPSS statistical analysis software Version 20. For qualitative data, content analysis of documentary and verbal material was used for analysis while quantitative data was analyzed using both descriptive and inferential statistics to give frequency counts, percentages, and correlation coefficients between study variables. The findings are presented in frequency tables and charts. The study revealed that mentorship, administrative support, internal affirmative action policy and promotion criteria are principal factors that influence women lecturers' progression to management positions at the University of Liberia, and that their expected outcomes can be negated by marginalization and bureaucracy. Key conclusion of the study is that, academic qualification, experience, hard work and diligence were necessary for women to progress to management positions. The study, therefore, recommends that besides women taking initiative to develop better working and networking relationships with other women, enforcement mechanisms for more affirmative action of mentorship and review of promotion criteria with a bias to female leading should be undertaken by the university.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Research has demonstrated that women play a key role in social and economic development but gender differences in education and formal employment have continued to retard the female potential in favor of the male. Women continue to be marginalized in all sectors of development in sub-Saharan Africa. Specifically, women continue to be underrepresented in education at all levels yet participation in formal education is the seedbed from which higher education managers emerge (UNESCO, 1993). In Liberia, the situation is not different. Women continue being underrepresented in decision making processes. This is in spite of the fact that female education is recognized as one of the pathways that promote development in all spheres of life. Women make up half of the population in Liberia (The Liberia 2008 Census Report). Mbilinyi (1992) states that, excluding women in policy and decision-making means leaving out half of the country's population.

Regardless of hopeful perspectives that women have gotten through hindrances to senior positions, there still exist boundaries that obstruct ladies in getting to be top pioneers of associations; actually, women are still underrepresented in administration, directorship, and official authority. Research illustrates, in any case, that in spite of an expanded nearness of female workers in mid-administration positions, official positions over the globe keep on being

overwhelmed by men. Monroe (2008) sets that, in the workforce, sex corresponds exceptionally with occupation type, whereby higher status employments go lopsidedly to men. They further express that the scholarly community is the same as the bigger expert world. Women in the scholarly world are said to be under-spoken to in practically all controls, and men are bound to hold residency track positions, accomplish full residency and be paid more for work in equivalent position.

Women are also under-represented in the prestigious and high paying research universities and are said to be more likely to hold the lower faculty ranks, their advancement in university careers is said to be very slow as compared to their male counterparts. Research on gender equity in commonwealth institutions by World Bank (2005) showed that in spite of advances which women had made in many areas of public life in the last two decades, in the area of higher education management they are still far from participating on the same footing as men. Majcher (2002) indicates that women academicians in Germany are not able to advance through the hierarchical structure from being graduates; attaining doctoral degrees to being awarded habilitation (the traditional pre-requisite for an academic career) and few are in the highest ranks of professorship. In the United States, though women are now receiving more than 50 per cent of Doctorate of Philosophy (PhDs), gender equality in the academia is still elusive (Gender Equity Indicators report 2006). The report further states, there exist substantial disparities

in salary, rank and tenure between men and women faculty despite the increasing proportion of the latter in the academia.

In Europe, women faculty between the period 1987 and 2000 increased from 28 percent up to 37 percent though there has been an upward trend in the representation of women in the professorate substantially in the decade between 1992 and 2002. Women are only highly represented among lecturers and research associates than among senior lecturers and professors; about 73 per cent of all senior lecturers and 87 percent of all professors were men. Diezmann and Grieshaber (2010) contend that women constitute less than 20 per cent of the professorate internationally, with figures of 9 per cent in UK, 16 per cent in the USA, and 18 per cent in Finland.

Curtis (2011) study indicated that women are less likely to be promoted than men, and when they are, the process takes longer. America's universities form 42% of all full-time faculty members and 28 per cent of all full professors' appointment. Curtis opines that the career progression of women faculty is very slow as demonstrated by the low number of professors. In South Africa, women comprise 37 per cent of all academic staff. Gunawardana, Kwesiga, Lihamba, Morley, Odejide, Shackleton and Sorhaindo (2004) report a low participation rate of women professors across four developing countries. In Ibadan, one of the oldest Nigerian Universities, in the three upper levels of academic and senior staff, men consistently make up 75 per cent and 25 per cent for women. Sri Lanka reported the highest rate of female professors at 20 percent University of Dar es salaam in

Tanzania reported a decrease of female faculty from 12.5% in 1997/98 to 11% in 1999/2000 academic year while in Uganda, 17.8% of all university staff were women and none were senior executives. In Kenya in seven public and fourteen private universities, professors constituted 210 male and 24 female, and 61 male and 10 female respectively(Commission of Higher Education 2010),

According to the report by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 1999) the rate of women employed within the educational sector is comparatively high, yet, women are underrepresented within the educational management in most countries of the world not excluding Liberia. Although this literature is old, the situation in Liberia to date is the same.

Since its inception in 1863, the University of Liberia was directed by males. It was not until 1978, when the University of Liberia had a female president. She managed the affairs of the university for six years then men again dominated the management of the university up to 2016 when the present female president took over the management of the University of Liberia.

The rights of women participation in decision making at all levels of public office, is guaranteed in various global and national policy documents. For instance, Convention of Elimination of All Forms of Discrimination against Women (CEDAW, 1979). This Convention declared discrimination against women as violating the principles of equality of rights and respect

The Liberian constitution guarantees to ensure gender equality and equity in decision making. Madam Sirleaf (first female president) vowed to make women empowerment a priority of her administration. In spite of her commitments, women in Liberia like in all parts of the world have continued to be discriminated against.

According to (World Bank, 2010). Gender inequalities in Liberia higher education are still a major concern. At the University of Liberia, women are still underrepresented in management positions as can be observed in Table 1.1 below.

Table 1.1 The percentage of women in management positions in University of Liberia

Position	Female%	Male%	Total%
President	1 100	_ 0	1 100
Vice presidents	1 11	8 89	9 100
Heads of academic program	2 11	17 89	19 100
Total	4 14	25 86	29 100

Source: University of Liberia Academic Report (2016)

The above situation at the University of Liberia is worrying, hence the present study. This is despite the fact that the university has various initiatives such as mentorship, administrative support, and internal affirmative action among others to assist women to progress in their careers.

Having an effective mentor is one pathway around barriers women face along the path to top leadership, and the lack of mentoring may contribute to the disproportionate under-representation of women in top leadership. A sizeable body of research supports the notion that mentoring contributes greatly to career outcomes. The benefits of a good mentor for a mentee are well-known, including higher income, greater job satisfaction, and promotions. Administrative support to women could be in the form of training, seminars, workshops and conferences to enhance their capacity for decision making and assumption of managerial positions.

Affirmative action refers to a frame of policies and strategies designed to take away discrimination towards marginalized groups consisting of ethnic minorities, and ladies. Its principal goal is to redress the consequences of past discrimination (Wanyande, 2003). Gender inequalities in Liberia higher education are nevertheless a prime problem (world bank, 2010). This study consequently, seeks to set up institutional elements influencing women academics' profession development to management position within the university of Liberia.

1.2 Statement of the problem

Most countries throughout the world guarantees to ensure legal right and opportunities for women to run for office. Liberia has ratified the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW). Under article 18, section 1 of the Liberia constitution (1986) Women and men are

guaranteed gender equality and equity in decision making in all the spheres of life. There exist well-defined criteria for advancement within the academic ranks in the University of Liberia as is the case in most universities globally.

In addition, mechanisms such as Affirmative Action policies have been employed to promote and enhance women's progression to management positions. Yet, women continue to be underrepresented in management positions. Among the 29 senior administrators, 25 are males and only four females. While there have been several studies (Malelu, 2015; Mugenda, Kimani, Maina & Wainaina, 2010) done on women participation in management positions elsewhere, there has been minimal interest in the women participation in the top management positions at the University of Liberia. Hence this study is set to investigate the influence of institutional factors on women lecturers' progression to management positions in the University of Liberia.

1.3 Purpose of the study

The purpose of this research was to investigate the influence of institutional factors on women lecturers' progression to management positions in the University of Liberia.

1.4 Objectives of the study

The study sought to achieve the following objectives:

- i) To determine the influence of women mentors on women lecturers' progression to management positions at the University of Liberia.

- ii) To establish the influence of administrative support on women lecturers' progression to management positions at the University of Liberia.
- iii) To establish the influence of implementation of internal affirmative action Policy on women lecturers' progression to management positions at the University of Liberia.
- iv) To establish the influence of promotion criteria on women lecturers' progression to management positions at the University of Liberia.

1.5 Research Questions

The following research questions were derived from the study objectives:

- i) To what extent do women mentors influence women lecturers' progression to management positions at the University of Liberia?
- ii) What is the influence of administrative support on women lecturers' progression to top management positions at the University of Liberia?
- iii) To what extent do the implementation of internal affirmative action Policy influence women lecturers' progression to management positions at the University of Liberia?
- iv) To what extent do the promotion criteria influence women lecturers' progression to top management positions at the University of Liberia?

1.6 Significance of the study

The research is significant in that it may delve into the following:

The findings may benefit all women initiative groups, Ministry of Gender, Ministry of Education and Policy makers of education. To the Ministry of education (Liberia), the findings may provide useful information for policy options to address why there are few women lecturers' in management positions of education institutions. It may also be helpful to the Ministry of Gender in charge of women affairs for it will be in the position to understand the factors that inhibit women progression to management positions in various sectors of Liberian society.

The policy makers may gain understanding on the factors that influence women progression to management positions hence make informed policies that may address the challenges with regard to women progression to management positions. In addition this research may also provide information to educational policy makers, university management, including council, senate and other administrative organs about gender disparities that exist in public universities, that could influence future policies. Hence, the research findings could be very useful in initiating changes that will improve women progression to management positions in learning institutions in Liberia.

Additionally, the findings are expected to contribute knowledge to the existing literature on women status in management positions. Thus the findings may add impetus to the body of knowledge by building a profound foundation upon which other related studies could be anchored.

1.7 Limitations of the Study

Limitations are constraints that the researcher may encounter when conducting the study of which he/she may have little or no control. One of the major limitations for this study was the untimely response from respondents due to the busy schedule of the targeted population at the University of Liberia (UL). This prolonged the study period. The researcher, however, made prior arrangements by booking appointments with the respondents before the interview date and tried to engage the respondents during their free time to avoid the delay.

1.8 Delimitations of the study

Delimitations are defined in this study to mean boundaries of the study (Best& Kahn, 2003). Although there are many universities in Liberia, both private and public universities; this study was restricted to the first public University of Liberia. The focus was on institutional factors that influenced women lecturers' progression to top management positions at the University of Liberia. Only lecturers employed on permanent basis participated in the study leaving out part time lecturers. The administrators that were considered included; the President,

Vice President and the Heads of academic programs leaving out heads of non-academic programs.

1.9 Basic assumptions of the study

The study made the following assumptions:

- i) That both men and women were qualified to occupy top management positions at the University of Liberia.
- ii) There were efficient and effective ways of enhancing career advancement of female lecturers in the university of Liberia

1.10 Definition of significant terms

Administrative support refers to support e.g training and provision of advancement opportunities given by the top management administrators to the employees to enhance their working conditions.

Affirmative action refers to a body of policies and procedures designed to eliminate discrimination against marginalized groups including ethnic minorities, and women.

Gender Equality refers to equal opportunity and outcomes for both men and women.

Gender Equity refers to fairness of treatment for men and women according to their respective needs, including equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities

Institutional factors refer to the conditions within an institution that may influence women progression to management positions such as; mentorship, administrative support, affirmative action and promotion criteria.

Mentorship refers to a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person, age notwithstanding, but guided by expertise in a given area of specialization.

Progression to top management position refers to advancement in .the academic scale from the position of lecturer to a senior management position including head of academic program, vice president, and president

Promotion criteria refer to considerations for one to be promoted at the university, including qualifications, past appraisal ratings, years of experience, networking and hard work.

A senior administrator refers to heads of academic programmes, vice presidents, and presidents at the University of Liberia.

1.11 Organization of the Study

The study is organized into five chapters; chapter one gives the introduction and describe the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study, and definition of significant terms used in the study.

Chapter two provides a review of related literature on: the positions women lecturers' occupy in top management positions at the University of Liberia; women mentors and women lecturers' progression to management positions at the University of Liberia; administrative support and women lecturers' progression to management positions at the University of Liberia and internal affirmative action Policy and women lecturers' progression to management positions at the University of Liberia, promotion criteria and women lecturers' progression to management positions and the summary of literature review.

Chapter three focuses on the research methodology discussed under the following sub-headings; research design, target population, sample size and sampling techniques, research instruments, validity of research instruments, reliability of research instrument, data collection procedures, data analysis techniques and ethical issues in research.

Chapter four dwells on data presentation, data analysis, data interpretation and discussion. Finally, chapter five consists of summary, conclusions, recommendations and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews important literature related to the research. Characteristics covered are into four sub-sections; the first section is on positions women lecturers' occupy in top management at the university, Section two focuses on the mentorship and progression of women lecturers to management positions at the university, section three looks at the administrative support and women lecturers' progression to management positions at university, section four focuses on internal affirmative policy and lecturers' progression to top management position at the university and section five focuses on promotion criteria lecturers' progression to top management position at the university. The Theoretical and Conceptual Frameworks on progression of women lecturers' to management positions in the UL and summary of the related literature review are included in this chapter.

2.2 Concept of gender disparities in Management at Universities

There's ample studies in Europe and North America on positions of women in management and more so in higher training management. This has generated interest in developing nations. On this sub-segment, literature associated with the positions women occupy in control of higher schooling is reviewed.

Lund (1998) carried out a survey on women academics inside the commonwealth universities to apprehend positions women occupied in both educational and administrative ladders. The survey established that women are significantly under-represented among staffs that are full time in both instructional and administrative ladders of Commonwealth universities. Lund concluded that in terms of administrative posts, women are much more likely to be triumphant as registrars, librarians, or heads of employees, than if they aspire to be vice-chancellors or their deputies, administrators of finance or deans of schools.

Dines (1993) reviewed studies outcomes from exclusive regions and nations together with (West Africa, Arab States, India, Malaysia, Indonesia, South Pacific, Peru, United States of America, Caribbean, Finland and France) on positions women occupy in higher education management and elements which are holding them back from taking part in higher education management. Dines, observed that during most nations, women held much less than 50% of instructional and administrative positions in higher education establishments.

Lodiaga and Mbevi (1995) from Kenya carried out research to research girls's employment level, possibilities and profession development in selected public establishments. The precise targets of the studies had been to examine positions women occupied in selected public institutions, elements had been labeled to enhance, promote or slow down the positions and development of women

academics, and find out reachable possibilities for women's development in distinctive establishments. The findings of the studies showed that in administrative appointed positions, ladies have been missing. Despite the fact that the above literature sounds antique, the scenario in most parts of the world, Liberia covered remains the same.

Too, Kande and Oure,(2016) conducted desk analysis of Gender Dynamics and Staffing in the University Sector in Kenya. The objectives that guided the analysis were; to establish the gender representation of academic staff in the universities; to determine the qualification of academic staff and its implications on faculty growth; to interrogate mechanisms of bridging gender disparities among staff in the universities. A desktop analysis of data already collected by the Commission for University Education (CUE) from all universities licensed to operate in Kenya and extensive references were made to data contained in the book: The State of University Education in Kenya (CUE, 2016) as well as Gender and Diversity Report (CUE, 2016) all published by the Commission. Data pertaining to the gender variable on staffing and enrolment at the doctoral level were interrogated incisively. Library and Internet search was undertaken to get current related literature. The findings indicated that although good progress has been made in improving female representation in the different sectors of Kenya; data from universities revealed that there are glaring disparities in qualification, rank and academic progression. The findings established that representation of female staff in high academic ranks and administrative positions is quite low. As female

academics are few in the senior ranks, the pool of female mentors is relatively small. Thus cultivating senior female academics that can advance gender-sensitive institutional policies and provide mentorship to their junior colleagues is severely constrained. So while it is commendable to celebrate the increase in the number of female academics generally, there is need to create policies and affirmative pathways, which will not only sustain the gains made so far but also, accelerate their movement in the academic ladder. The study employed a desk research, the number of articles analyzed and procedures used in selection of books and articles is not indicated and however the current research will employ survey design of female university staff in leadership and management positions in the University of Liberia.

The present research seeks to examine institutional factors (mentorship, administrative support, and affirmative action policy) influencing women lecturers' progression to management positions in the University of Liberia.

2.3 Women mentors and women lecturers' progression to management positions

Morillo (2017) conducted a Narrative Study on the Leadership Development of Female Superintendents in New Jersey. The purpose of the study was to explore, through the lived experiences of 8 women who achieved the superintendence in New Jersey. The study was designed to; identify perceived barriers to career progression in education administration and the successful strategies that female

superintendents in New Jersey utilized to overcome those barriers. The study explored strategies that future leaders might utilize to address leadership development and career ascendency for women who aspire to the superintendence. For this study, a narrative research design was used to examine and understand the female superintendents' personal reflections of events and the meaning that they derived through their experiences, from their perspectives. The major themes were; 1. Early Influences: 2. Career Choices: Mentorship; 3. Intersectionalism: Double Jeopardy; 4. Leadership Experiences 5. Cultivating Future Leaders: Empowering Others. Findings established that respondents expressed that white men exclusively granted them opportunities such as providing them with access to leadership opportunities or encouraged them to pursue a leadership position while only a few women identified their mentors as fellow female superintendent and other participants acknowledged helpful support from both female and male sponsors with their career advancement. The mentors were college professors, colleagues, and supervisors who believed in them, were supportive, encouraged them to pursue a position, and partly responsible for increasing their confidence level and provided them with opportunities to develop their leadership skills. The study thus established that although women have dominated the workforce in higher education, there is limited access to senior leadership ranks remains.

Hughes and Sheerin, (2016) conducted a study on Reflections on the Relationship between Mentoring, Female Development and Career Progression: Investment

Management Versus Human Resource Management. The paper explored the effect of mentoring on women's career progression in occupationally segregated sectors of employment. Specifically, it examines two professions which are polarized in their gender distribution, namely Human Resource Management (HRM), traditionally a female dominated profession and Investment Management, a male dominated profession from an Irish context. The study utilized an interpretative research approach and employed the use of semi-structured in-depth interviews. The study employed snowball sampling and investigated a number of issues including the role of the mentor from the perspective of the mentee and its influence, if any, on career progression. The study employed an in-depth exploration of the experiences and perceptions of female managers concerning their roles. A qualitative approach to the data collection, through in-depth semi-structured interviews was employed as the main research instrument. Thematic analysis using computer assisted qualitative data analysis software (CAQDAS) (N-Vivo) was used to analyze the data. The findings from the study indicated that for women in HRM mentoring as a resource were seen as an enabler to career progression and a means of learning their role. To those who noted mentorship was important, they saw it from the perspective of its absence being a deterrent rather than its presence an enabler. The role of the mentor was seen as a significant advantage in developing one's skills and ability and hence career prospects. For women seeking progression to front office roles, the presence of a mentor was cited as a particular enabler.

2.4 Administrative support and women lecturers' progression to management positions

A research paper published by Stanger and Kinder (2008) has provided insight to our understanding of our objectives. The research was conducted in Liberia during Sirleaf's presidency and presented to her government for action. The research mentioned that Liberia under the leadership of President Samuel K. Doe, experienced civil war which has ravaged severely the economy to the extent that the World Bank (2007), described the situation as "possibly the largest economic collapse of any country since the World War II." The civil war has lasted nearly fourteen years and has claimed nearly three hundred thousand lives according to the report. This important data shed light on the political orientation of President Sirleaf tenure focusing on boosting the economy by empowering women as the pioneers since they have been neglected for so long and for various historical circumstances. The research argues that as opposed to the rest of the world, self-employed women outnumber self-employed men in Liberia reaching 51% of their counter male although their remuneration is lesser as compare to their counter male. Stanger & Kinder (2008) noticed that in both rural and urban areas skilled and educated men outnumber their female counterpart ranging from 49% in urban areas for men against 18% of skilled and educated women. This is a strong point shedding light to the quasi absence of women lecturers at the University of Liberia and their promotion to managerial position in the same institution. The research concluded that women make significant contributions to the household

income alone and with other household members. In his study (2006), Ayodeji observed that, in the event that boys and girls are in school, again boys are trained in sciences and mathematics, while girls are trained in nursing and teaching. Again the skill discrimination is set at the institutional grassroots making it hard for girls to compete later with boys. This major factor shed light on Institutional factors influencing women lecturers' progression to management positions in university of Liberia.

Rahbari (2016) article tends to women's contemporary position in the scholarly world in Iran. The exploration methods utilized included methodically assessing accessible scholarly and official databases on women's situations in the scholarly community distributed on the web or in print. The inquiry the investigation tried to answer was whether women's present position and job in the scholarly community was the consequence of individual decision making or an existent methodical biased social structure. To address this issue, accessible Iranian research and information on female enlistment in colleges are broke down. The outcomes demonstrate that there was a general understanding on two discoveries in the exploration tending to women's situation in the scholarly world. In the first place, sex segregation is confining women's decisions by methodically barring them from instructive, administrative and regulatory positions. Second, notwithstanding the generous increment in women's enrolment in tertiary training, critical advancement in women's position and job in logical and instructive foundations has not occurred. A correlation of the two arrangements of

sociological hypothetical methodologies that offer clarifications for women's lower levels of interest in the scholarly community; to be specific, hypotheses of prohibition and speculations of investment. Hypothesis of rejection was noted to be increasingly compelling in investigating women's situation in Iranian scholarly world, as a result of acknowledgment of the current basic segregations. The examination prescribed that despite the fact that women's interest in advanced education is slowly developing and sexual orientation limits are being extended once a day, there is requirement for essential auxiliary changes in social and instructive circles, and across the board usage of positive segregation. Despite the fact that this examination is a work area audit anyway the present investigation will utilize study plan of female college staff in initiative and the executives positions in the University of Liberia.

Malelu (2015) conducted a study that examined the institutional factors mitigating against career advancement of women faculty: A case study of Kenyatta University. The study was based on the premise that there are some hidden institutional challenges slowing career progress of women faculty. The research established that career advancement of women faculty at the upper ranks is slow and is faced with several challenges such as a busy university schedule, vast institutional physical set-up, biasness in the promotion criteria and in minimal leadership experience, as well as financial and time constraints. Women faculty lacked adequate opportunities to network and gain recognition, they also lacked mentors and faced a lot of negative office politics. To address these challenges the

enforcement of affirmative action and reviewing of the promotion and appraisal criteria, and pairing women faculty with mentors. Whereas Malelu study conducted the study in Kenya this study will be conducted in University of Liberia and will not only target women lecturers but all faculty and senior administrators.

Nolusindiso, (2013) conducted a study on The Progression of Women to Senior Management Positions at Cape Peninsula University of Technology (CPUT), a South African University in the Western Cape. The key research questions were; what barriers affect the progression of women to senior management positions? To what extent are employment policies and procedures changed in compliance with labor legislation to address gender equality in all occupational categories and levels, within the higher education sector? Does South African university offer women career path and development opportunities to progress to senior management positions? And what improvements can be suggested to assist women to progress to senior management positions at this South African university? The research based on a descriptive research approach, the target population comprised of senior management, namely Heads of Departments (HOD), Deans, Directors, Registrar and Deputy Vice-Chancellors. A questionnaire was employed. Data was analyzed using SPSS statistical software. The study established that the university policies of recruitment and promotion are not transparent, respondents believe that the institution does not show commitment to promote gender equity, and that the institution does not encourage

women to participate in initiatives that promote gender equity in addition the university lacked structured procedure to promote mentoring of young academic staff, respondents indicated that management did not provide a supportive environment. Hence, though South Africa has made progress in terms of legislation to correct the gender imbalances, a lot more should be done not only to implement them, but also to understand the existence of employment barriers. Only when employment barriers are clearly diagnosed, will the problems be addressed. Even though the study only focuses on one university, it is possible that the research findings should contribute to the body of knowledge relating to gender issues within workplaces. The current study will be conducted in University of Liberia; it would be good to compare the findings of South Africa and Liberia universities.

2.5 Affirmative action and women progression to Management Positions

Omolade (2012), Malelu.(2015) observed that the most significant predictors of rank and tenure are degree, productivity, duration of subscription to a journal and membership in a professional organization were also of importance to one's academic career growth. Women faculty were not promoted to high ranks or attain tenure as fast as their male counterparts (Omolade, 2012) in spite of acquiring doctoral degrees from prestigious universities and demonstrating great scholarly activities. Jones (2010) further suggested that investing in human capital was necessary in the academic, whereby one required a doctoral degree, post-doctoral prestige and teaching experience, as well as, acquiring skills related

to reading, writing, basic computing and speaking. In his opinion, women were disadvantaged since few are PhD holders. They also lacked a lengthy service and were not utilizing the above mentioned skills. Similarly, Goldberger and Crowe (2010) noted that, the academic reward system values strong productivity and research records, as well as, professional networking and mentoring. Mentors were said to influence one's productivity, job placement; introduce his/her protégé into informal networks and assign them high visibility projects. Unfortunately, they observed that women do not utilize mentors and are less likely to be invited to lectures and collaborations outside their institution.

This isolation is very detrimental to the women faculty's upward mobility. Access and gender equity to university education has been a key issue in most developing countries, thus raising questions on women faculty investment in human capital. The reviewed studies gave a general overview of the requirements for advancement within the academic career. However, the requirements differed with institutions and departments. Therefore, this study aimed at identifying the specific criteria used for rank advancement and attainment of tenure within Liberian university.

According to a study conducted by Malelu, (2015) a number of scholars have researched on women academicians' progression in various parts of the world. Similarly, Mugenda, Kimani, Maina and Wainaina (2010), observed that since women in Kenyan universities enter the profession in small numbers they are

equally promoted less frequently in comparison with their male colleagues. The study established that women representation was low at the ranks of professors, senior lecturers and at the decision-making level. Contributing factors given for the limited career advancement for women included some aspects of social programs and policy, limited human capital and the societal expectation of female participation in service industries such as education, health services, and social and community services (Eagly&Sczesny, 2009).

Limited human capital is another societal issue addressed by researchers. Cultural expectations deem it more appropriate for women to interrupt their careers due to family responsibilities such as caring for children or aging parents than for men to do the same. In addition, women are encouraged to work in departments that have fewer developmental opportunities or do not translate to executive advancement (Guerrero, 2011).

2.6 Promotion Criteria and women progression to Management Positions

Malelu, (2015) conducted a study that examined the institutional factors militating against career advancement of women faculty: A case of Kenyatta University. The study was based on the premise that there are some hidden institutional challenges slowing career progress of women faculty. This exists despite the many attempts by universities to implement government calls to gender equality and equity. The promotion criteria at the universities is said to provide equal opportunities to women and men, yet the former are unable to comply with it. The

study, therefore, set out, to analyze KU policies and practices governing promotion as well as suggests strategies of enhancing women upward career growth. The study was guided by Socialist Feminist Theory and Gender and Development approach. The study targeted all women faculty employed in KU on full time basis. Stratified random sampling in combination with purposive sampling was used and total of 104 respondents took part in the study in addition to two senior administrators and members of promotion and appraisal committee served as key informants. Primary data was collected through semi-structured questionnaires and interview guides. The study established that career advancement of women faculty at the upper ranks is slow and that they are faced with several challenges such as lack of adequate opportunities to network and gain recognition, vast institutional physical set-up, biasness in the promotion criteria and in minimal leadership experience, Women faculty, they also lacked mentors and faced a lot of negative office politics as well as financial and time constraints. The study recommended capacity building, gender sensitization of all stake holders, enforcement of affirmative action, employing more teaching staff to facilitate pairing women faculty with mentors and review of the promotion and appraisal criteria. This study intends to establish institutional factors influencing female progression to management positions whereas Malelu study was conducted in Kenya the current study will be conducted in University of Liberia and will not only target women lecturers but also President, Vice President and Heads of Academic staff.

Omolade (2012), study observed that the most significant predictors of rank and tenure are degree, productivity, duration of subscription to a journal and membership in a professional organization were also of importance to one's academic career growth. Nevertheless, even after acquiring doctoral degrees from prestigious universities and demonstrating great scholarly activities, women faculty were not promoted to high ranks or attain tenure as fast as their male counterparts. Mentors were said to influence one's productivity, job placement; introduce his/her protégé into informal networks and assign them high visibility projects. Unfortunately, they observed that women do not utilize mentors and are less likely to be invited to lectures and collaborations outside their institution. This isolation is very detrimental to the women faculty's upward mobility. Access and gender equity to university education has been a key issue in most developing countries, thus raising questions on women faculty investment in human capital. The reviewed studies gave a general overview of the requirements for advancement within the academic career. However, the requirements differed with institutions and departments. Therefore, this study aimed at identifying the specific criteria used for rank advancement and attainment of tenure within Liberian university.

Naile, and Selesho (2014) completed an examination on advancement prospects among colleges and found that fundamental to the perspective that motivates willful turnover was the open door for scholarly development and advancement possibilities. They referred to denied scholarly development for scholastic staff as

a reason for the absence of staff maintenance. It was set up that there was far reaching disappointment with advancement prospects among college scholastics. In a study of school personnel, 66% of the respondents couldn't help contradicting the announcement 'I have attractive advancement prospects at my present establishment,' with the difference most astounding in colleges and among ranking staff. Given potential inclinations in the example, this proposes, at least, a considerable minority of school personnel were not happy with their advancement prospects inside their foundation.

2.7 Summary of literature review

Most studies reviewed in this chapter reveal that women are generally underrepresented in management positions and require institutional support to progress in their careers (Dines,1993; Lodiaga and Mbevi,1995) . The reviewed literature provides insight into women faculty experiences in the academic world. The studies acknowledge that women faculty academic careers are constrained as compared to their male counterparts.

Although the studies reviewed provide insight into the requirements, it was noted that, these differed with specific institutions, hence, the need for a study on the criteria used for rank advancement and tenure attainment. The studies, however, assumed women experiences as homogenous across the universities. This not being the case, there was need to examine the specific institutional factors that militate against women faculty career advancement in Liberia University.

2.8 Theoretical framework

This research was directed by the Socialist Feminist theory which was advanced by Fraser (1998), Fraser (2005) and Walby (2007) and looks at the role of capitalism, gender and patriarchy in society issues. Fraser postulates that, in a capitalist society, a minority of people (the capitalist class) own all means of production. The great majority must work out of sheer necessity under conditions set by the capitalist, for wages. At the same time, in such society, there exists some degree of inequality between the sexes, subjugation of women to male authority in the family and community in general. In this patriarchal system, women are objectified as form of property, and there is a sexual division of labor in which they concentrate on activities like child care and certain forms of productive labor (Fraser, 1998). Patriarchy is essential for the preservation of the capitalist system of production. In a capitalist patriarchal society, men form the ruling class controlling all means of production. Women, on the other hand, are excluded by economics and tradition from participating in public social production and are confined to private domestic labor.

Walby (2007) refutes that motherhood and the gendered division of labor grows naturally from women's role as mothers. She opines that employers have adopted this ideology to advance gendered discrimination in the workplace. She also notes that women are not socialized to be independent, but are mostly protected and guarded in their childhood, inevitably restraining their capacity to participate fully

in economic activities. Walby (2007) further notes, in a capitalist patriarchal society, when women enter the public sphere, despite having high levels of education and greater work experience, they face occupational segregation, discriminatory practices and an absence of flexibility, hence limiting their full participation in the workplace.

To socialist feminists, therefore, women liberation will only be achieved by ending both the economic (seen at the workplace) and cultural sources of oppression. Socialist feminist theory was employed in this study to explain how male dominated institutions (capitalist class) may hinder women's full participation. Criteria pertaining to promotion were analyzed to establish influence of patriarchy on women faculty career advancement. In addition, socialist feminist theory was used to show how gender roles, stereotypes, unrealistic expectations and a hostile university culture that lacks flexibility in its operations are advanced to limit women's career advancement.

2.9 Conceptual Framework

A conceptual frame work is a representation of the main concepts or variables and their presumed relationship with each other (Matula, et al 2018). In writing this proposal, the researcher conceptualised the independent, and dependent variables as shown in Figure.2.1 below.

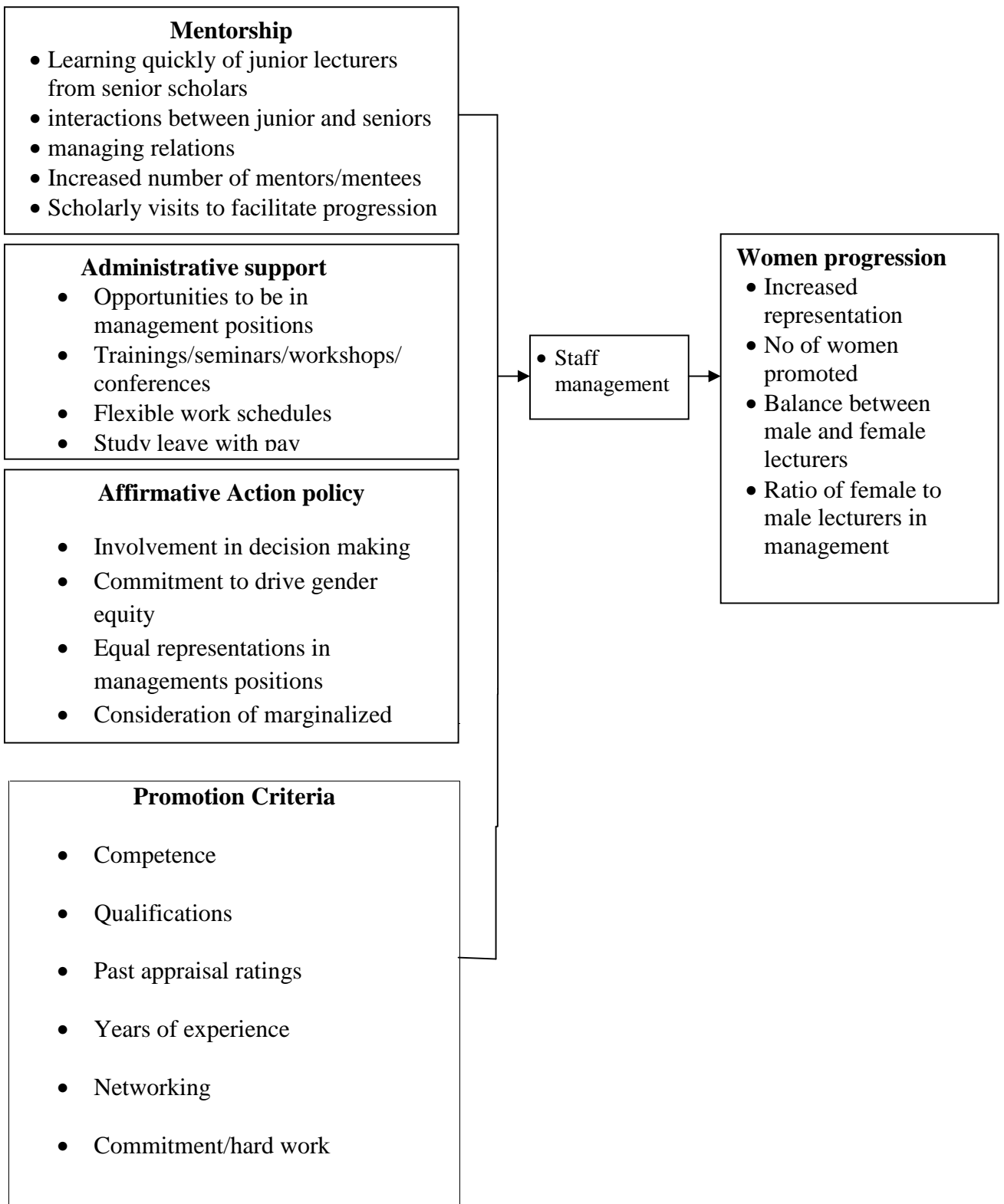


Figure 2.1: Conceptual framework

The Framework suggests an interrelationship among the various independent variables namely; mentorship, administrative support and internal affirmative action policy. It is conceptualized that each of the independent variables will have an influence on women and is all significant predictors of women progression to management positions. The independent variables go through the staff management process and the results as shown in the above figure will be women progression evident in increased representation in decision making process, promotions and therefore greater job satisfaction

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research design and details of the target population, sample size, and sampling procedures, research instruments, instruments' reliability and validity, data collection, data analysis techniques and ethical consideration.

3.2 Research Design

A research design is a plan showing how the problem of investigation will be solved (Orodho, 2004). Descriptive survey design was used in this study. The design was considered suitable because it would enable the researcher to obtain a description of a particular perception about a situation, phenomena or variable and their views are taken to present those of the entire population (Kothari, 2004). The researcher administered questionnaires to the lecturers to establish institutional practices influencing women lecturers' progression to management positions in University of Liberia.

3.3 Target population

In this research, lecturers, inclusive of senior administrators of the University of Liberia who are employed on a full time basis were the target population. According to available statistics at the University of Liberia, there are 331

lecturers in this institution of higher learning (University of Liberia 2017 year book).

3.4 Sample size and sampling procedures

Matula , Kyalo, Mulwa and Gichui (2018) define a sample as a sub-section of the population selected by either “probability or non-probability methods” to participate in the study. According to Jwan (2010), where the population is small, 20 percent is considered to be a good representative. However, Mugenda and Mugenda (2003) recommend 50 percent representation. This study used 50 per cent. Table 3.1 shows the distribution of the study sample.

Table 3.1: Sample size by category of staff

Category	Target Population	Sample Size	%
President	1	1	100
Vice presidents	9	5	50
Heads of academic program	19	10	50
Lecturers	304	152	50
Total	331	168	50

The structure of this research sampling consisted of all full time lecturers and senior administrators at the University of Liberia. Purposive sampling was used as a guide in selecting women senior administrators of the university while simple random sampling was used on male administrators. Stratified random sampling

was used to choose lecturers. According to Kenton (2017), stratified random sampling is a method of sampling that involves the division of population into smaller groups that is known as strata. Stratified random sampling ensures that all smaller groups in the target population are represented, while purposive sampling method helped to select a group that was knowledgeable with information that was needed for detail investigation.

3.5 Research Instruments

The researcher made use of three research instruments which were questionnaire, interviews and document analysis:

3.5.1 Questionnaires for Lecturers

Questionnaire was used to collect data. This tool was chosen because of its confidentiality in some sensitive questions. These types of instrument save time and consist of lots of respondents' as possible (Mugenda & Mugenda 2003).

The questionnaire was both opened-ended and closed questions and was divided into six sections Section A had information about the respondent demographic while section B-F focused on information on factors that influence women lecturers' progression to management positions.

3.5.3 Interview Guide for University President, Vice President and Heads of Academic programs

An interview guide comprising of a set of questions were used in administering to women staff on key issues pertinent to the study. The interview guide questions were administered to administrators including heads of programmes, vice presidents and presidents. These questions assisted in providing in-depth information and clarity of information collected through questionnaires, and was also in the final analysis, of great importance in making inferences and conclusions relating to the study. In addition, this instrument offered greater flexibility and opportunity to restructure questions that were not clear. The set of interview guide questions are presented in Appendix III.

3.5.4 Document Analysis guide

A synthesis of literature as well as reports on the key themes of this study was done to provide key information and data that has helped address the objectives of this study. The researcher consulted a variety of documents especially those policies pertaining to employment, promotion, Gender and research and CVs. This technique has one major advantage of enabling the researcher to obtain most reliable data that most people may not be willing to give. Some of the key documents that were analysed included inquiry reports, annual reports and students study reports and papers in peer reviewed journals.

3.6 Validity of Instruments

Validity refers to the extent to which an instrument measures what it is supposed to measure and perform as it is designed to perform (Fraenkel & Wallen, 2002). In this study, content validity of the research instruments was assessed using the Content Validity Index (CVI) developed by Waltz and Bausell (1983). The researcher consulted experts including supervisors and colleagues within the University of Liberia, to review the research instruments by rating each item in the questionnaire and interview guide based on relevance, clarity, simplicity, and ambiguity on a four-point scale given in Table 3.2

Table 3.2: Criteria for determining content validity

Criteria	Rating
Relevance	1 = not relevant 2 = item need some revision 3 = relevant but need minor revision 4 = very relevant
Clarity	1 = not clear 2 = item need some revision 3 = clear but need minor revision 4 = very clear
Simplicity	1 = not simple 2 = item need some revision 3 = simple but need minor revision 4 = very simple
Ambiguity	1 = doubtful 2 = item need some revision 3 = no doubt but need minor revision 4 = meaning is clear

Based on their rating, the experts gave advice on how to improve the research instruments before the data collection.

3.7 Reliability of the Research Instruments

Matula et al (2018) define reliability as the extent to which a measuring instrument and procedure produce the same results on repeated trails. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test the reliability of the questionnaire, the instrument that was used in this study, test re-test technique was used. This involved the administration of the same instrument twice to the same group of respondents. The re-test was done after a lapse of one week. The scores from both testing periods were correlated to determine the reliability. Pearson's Product Moment correlation coefficient formula that was used is given by equation 1.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}} \dots\dots\dots (1)$$

Where N=number of respondents

X= scores of test one

Y= scores of test two

A coefficient of 0.8 and above was deemed fit and reliable. The instrument yielded a reliability coefficient of 0.88 which was regarded as satisfactory.

3.8 Data Collection Procedures

Before carrying out this research, the researcher acquired a letter of introduction from the Department of Educational Administration and planning confirming that she was a bona fide student of the of the University of Nairobi. The researcher then proceeded to Liberian Ministry of Education and commission on higher education to obtain a recommendation letter and a permit to undertake research in Liberia. The importance of the research was clarified to the relevant authorities and their permission sought to conduct the research required. Questionnaires were administered by the researcher with the help of research assistants who were properly trained for the task and were collected immediately they were filled. Respondents were given enough time to fill in the questionnaires. Interviews were carried out in person on agreed dates by the researcher herself.

3.9 Data Analysis Techniques

For qualitative data obtained from the interviews, the researcher made use of content analysis. According to Kothari (2004), content analysis is the analysis of contents of documentary and verbal material. The content was organized into themes and analyzed thematically. Quantitative data was analyzed using both descriptive statistics such as frequency counts and percentages, and inferential statistics. The key inferential statistics that was used is the Pearson's correlation coefficient for analyzing the influence of the study variables on female lecturers'

progression to management positions. The form of equation of the Pearson's correlation coefficient that was used in this study is given in equation 2.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}} \dots\dots\dots (2)$$

Where r is the person correlation coefficient

N, is the total sample size

X, is the study variable (mentorship, administrative support, promotion criteria, etc)

Y, is the dependent variable (women lecturers' progression to management)

The correlation coefficient in equation 2 was tested for its statistical significance at 95% confidence level using the student's t-test according to equation 3.

$$t_{n-2} = r \sqrt{\frac{n-2}{1-r^2}} \dots\dots\dots (3)$$

Where n, is the sample size,
 r, is the correlation coefficient to be tested,
 t, is the computed student t- statistic, and
 n-2, is the degrees of freedom.

The computed t-statistic was compared with the tabulated student's distribution table at 0.05 significance level. The associated correlation coefficient was

considered to be statistically significant if the computed t-statistic was greater than the tabulated student's t- value.

The findings were presented in form of frequency tables, charts, and graphs. The Statistical Package for Social Sciences (SPSS) version 20 was used to analyze the collected data.

3.10 Ethical Considerations

This study embraced research ethics by avoiding any form of harm, suffering or violation of fundamental rights and privacy of respondents while developing and administering data collection tool and techniques. Respondents were assured of anonymity and confidentiality. The identity of the participants were protected by neither giving their names when presenting research results nor including identifying details of their departments which may reveal their identity. The interviews were conducted in a private place where there was no third person who would have heard the conversation.

The study sought informed consent from the respondents to participate in the study and those who did not wish to participate were exempted from the study and also those who wished to withdraw from the study were allowed to do so. Moreover, the information that was provided by the respondents as agreed was

only used for academic purposes and the purpose of the study was explained to them in a language they understood well.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents results of the analysis of the specific objectives of this study. The findings and accompanying discussions are presented sequentially starting with the respondents' characteristics, the influences of women mentorship, administrative support, internal affirmative action policy, promotion criteria on women lecturers' progression to management positions.

4.1 Questionnaire return rate

A total of 168 questionnaires were administered to the respondents. Table 4.1 shows the return rate of the instruments.

Table 4.1: Questionnaire return rate

Category of respondents	Distributed questionnaires	Returned Questionnaires	Percentage of returned questionnaires
Heads of academic programmes	8	7	4.4
Vice Presidents	7	1	0.7
Presidents	1	1	0.7
Lecturers	152	151	94.2
Total	168	160	95.2

From this table, we note that the majority of respondents comprised of lecturers (94.2%), with an overall response rate of 95.2%. This implies that the views captured in this study are quite representative of the situations at the University of

Liberia. The response rate was considered adequate as according to Mugenda and Mugenda (2003), a response rate of 50% and above is very good.

4.2 Respondents' characteristics

The university of Liberia staff that participated in this study was of varied characteristics discretized across gender, education levels, positions held, and duration of time they have worked at the institution. Figure 4.1 shows the respondents' distribution by gender.

4.2.1 Distribution of respondents by gender

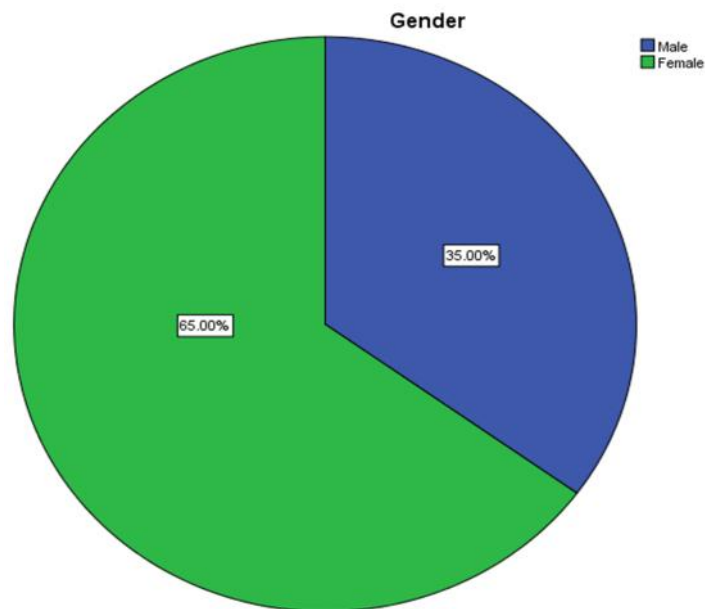


Figure 4.1: Gender distribution of respondents

As seen in Figure 4.1, the majority of respondents in this study were female (65%). This gives an assurance that the views expressed in this study are

predominantly female based and not likely to be biased by male interests. Despite the minority male population at the University of Liberia, representation of females in top management is still low. Other factors besides population could be influencing female lecturer's progression to top management positions at the university.

4.2.2 Distribution of respondents by age

The age distribution of the respondents in this study is presented in Figure 4.2.

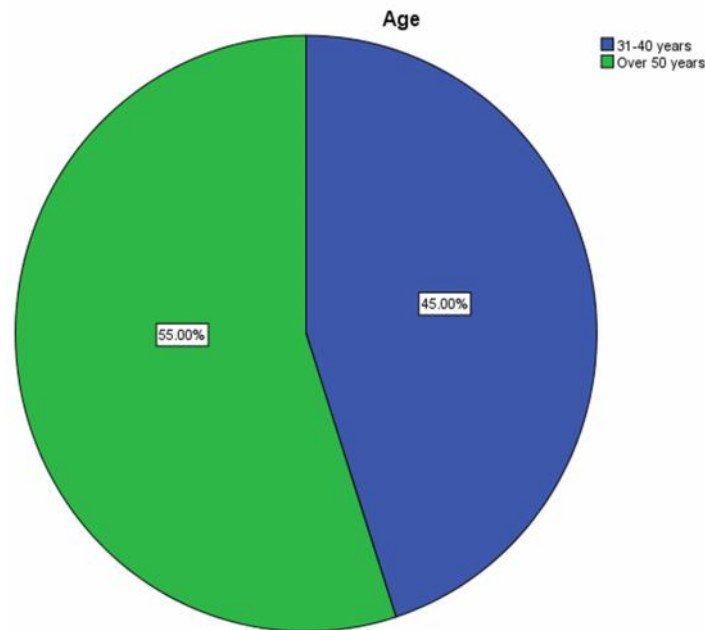


Figure 4.2: Distribution of respondents by age

Clearly the respondents in this study ranged from youth (30-40 years) to adults (over 55 years), with the majority of respondents (55%) being adults. The responses given were therefore based on considerable accumulated experiences as

to adequately give informed opinion of the concerns of this study. Age of respondent could signify a pool of institutional memory that could help account for operational and policy drivers of progression to top management at the university.

4.2.3 Education levels of the respondents

The highest education levels of the respondents varied greatly from certificate level through undergraduate degree to postgraduate degrees, representing the various cadres of workforce at the University of Liberia. Figure 4.4 shows the distribution of the respondents by highest education level attained.

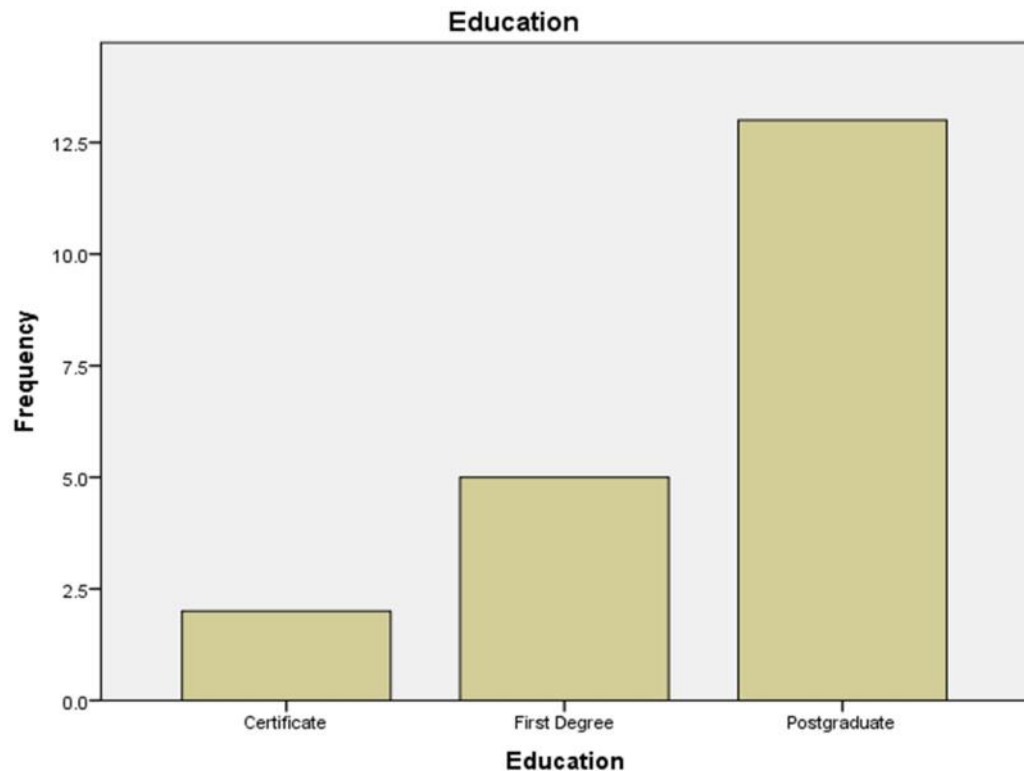


Figure 4.3: Education levels of respondents at university of Liberia

As seen in Figure 4.3, the majority (65%) of staff at the University of Liberia had postgraduate qualification. These data reflect of the needs and purpose of the university, as a tertiary institution mandated to train, research and consult at varied levels and hence required a critical mass of staff with postgraduate qualifications. However, the staff, with lower academic qualifications (certificate) could be critical in the execution of the university mandate, especially in the areas that lack expertise.

4.2.4 Distribution of the respondents by job category

The respondents of this study were distributed by their roles and functions into the administrative and academic staff. Figure 4.4 shows the distribution of the above competencies by job category.

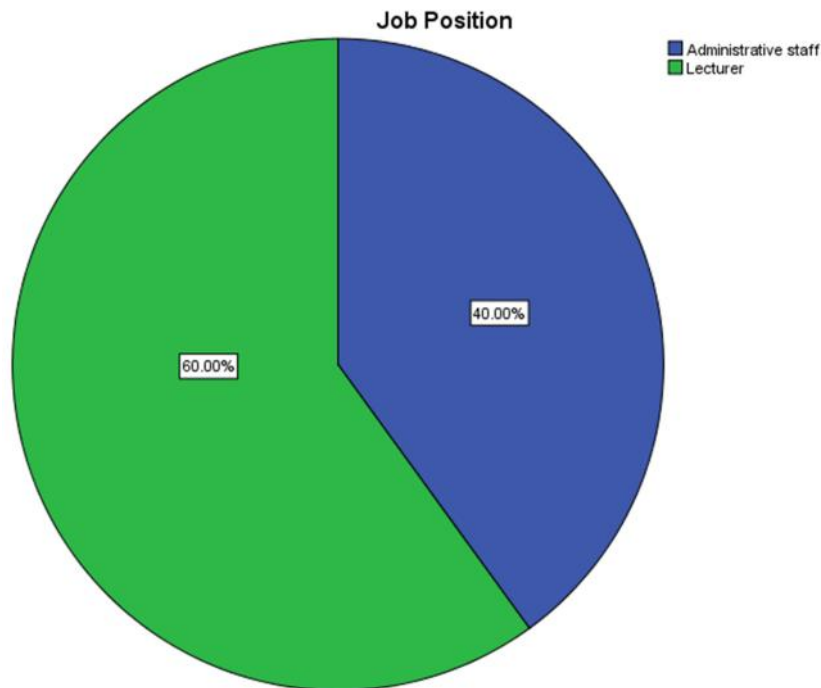


Figure 4.4: Distribution of respondents by job category

The majority (60%) of respondents are in the academic staff category. This reflects the need by the university to deliver on its core mandate, which as mentioned above is teaching, research and consultancy, thereby requiring more academic staff. These findings further agree with requirement for more qualified staff, especially with postgraduate qualifications, and the need for pro-female lecturer internal policy on recruitment and promotion to management.

4.2.5 Distribution of the respondents by duration of time worked

The staff interviewed in this study had worked at the University of Liberia for at least 2 years. Figure 4.5 shows the distribution of the respondents by length of their service to the University that far.

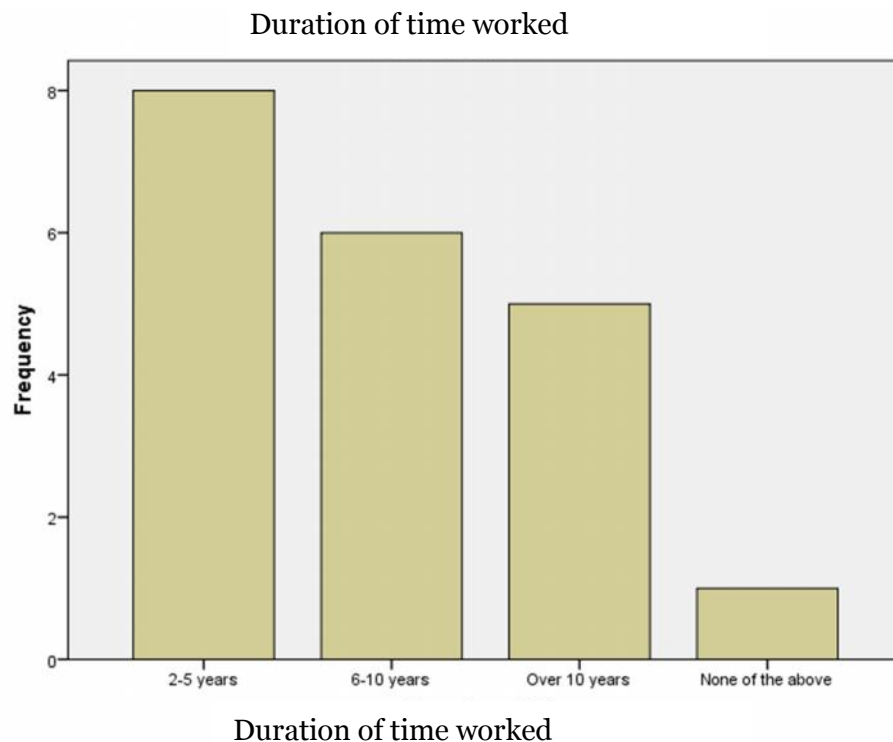


Figure 4.5: Duration of time worked at University of Liberia

From Figure 4.5, the majority of workers have served the University of Liberia for a period of 2-5 years (40%). This duration could be short as to afford the workers adequate knowledge of institutional practices related to female lecturers' progression to top management levels. Longer duration of service by the respondents could have provided for higher knowledge of, and immense academic and administrative experiences about the functioning and management of the university. The limited duration could therefore constitute a source of error in the overall output of this study.

4.2 Influence of women mentors on women lecturers' progression to management positions at the University of Liberia

Objective one of the study sought to determine the influence of women mentors on women lecturers' progression to management positions at the University of Liberia. To address this objective, the respondents were first asked to indicate whether mentorship of women to management position was a priority of management at the University of Liberia. The findings from the respondents indicated that there was no clear indication of whether mentorship of women lecturers to management position was a priority of management of the University of Liberia as indicated by an equal proportion (50%) for both the affirmative and those who indicated that women mentorship was not a priority of management at the University of Liberia (Table 4.1). This could be an indication that mentorship is not among the top priorities of the management of the University of Liberia.

Table 4.1: Prioritization of women lecturers' mentorship by management

Response	Frequency	Percentage
Yes	80	50.0
No	80	50.0
Total	160	100

However, all the respondents (100%) concurred that mentorship plays a role in enabling a worker to progress to management (Table 4.2).

Table 4.2: Role of mentorship in worker progression to management

Response	Frequency	Percentage
Yes	160	100
No	0	0.0
Total	160	100

These findings are in agreement with those of Hughes and Sheerin (2016) that established the role of a mentor as a significant advantage in developing one's skills and ability and hence career prospects.

With regard to the various mentorship streams at the University of Liberia, the respondents were asked to complete the questionnaire indicating the extent to which they agreed with the statements provided in regard to mentorship at the University of Liberia. Table 4.3 below presents the distribution of responses.

Table 4.3: Mentorship at University of Liberia

No	Mentorship	5	4	3	2	1
		SA	A	N	D	SD
a	There are interactions between senior lecturers and junior lecturers.	50	45	5	0	0
b	There is increased number of mentors and mentees	5	40	45	10	0
c	Mentees show initiatives in their work	20	30	25	25	0
d	There is evidence of quick learning of new tasks from mentees	10	35	30	15	10
e	Mentees are willing to take up new tasks	20	30	30	20	0
f	Mentees show Commitment/hard work	10	50	20	20	0

From Table 4.3, the majority of respondents (95%) agreed that there were interactions between senior lecturers and junior lecturers. With regard to the number of mentors and mentees in the institution, the majority (45%) indicated that their numbers were increasing. The majority (50%) of respondents indicated that mentees at the institution show initiatives in their work. In addition, the majority of respondents (45%) indicated that there was evidence of quick learning of new tasks from mentees. The majority of respondents (50%) agreed to the fact that mentees are willing to take up new tasks. Further the majority of respondents (60%) agreed that mentees show commitment/hard work. The findings were an

implication that mentorship was evident at the University of Liberia. It is therefore deductible in Table 4.3 that the vast majority of respondents in University of Liberia recognize the role of mentorship in the women lecturers' progression to management positions at the University of Liberia.

On the role of mentorship at the University of Liberia, one of the female administrator interviewed had this to say;

My friend, there is no way one can progress to management without being mentored by a senior member of the staff. Even if one has best experience and high level of qualification, you just must have someone to hold your hand to move on. Otherwise one might not quite understand the path to progressing to management.

The interviewee's comment suggests the importance of mentorship in enabling a worker to progress to management positions. This is in agreement with other research done elsewhere which found women in HRM mentoring as a resource and an enabler to career progression and a means of learning their role (Hughes & Sheerin 2016).

Table 4.4 presents the results for correlation analysis, showing the association between women mentors' role and women lecturers' progression to management positions at the University of Liberia.

Table 4.4: Correlation between women mentors and progression to management

Independent variable	statistics	Women Mentorship	Women Lecturer Progression
Women Mentorship	Pearson Correlation	1	.502*
	Sig. (2-tailed)		.024
	Covariance	.563	.219
	N	160	160

* Correlation is significant at the 0.05 level (2-tailed).

From Table 4.4, it is evident that the computed Pearson correlation coefficient between women mentorship and women lecturers' progression to management positions at the University of Liberia is statistically significant at the 0.05 level, implying that women mentorship strongly influences women lecturers' progression to management positions at the University of Liberia. The drivers of this relationship as noted by the key informants include the initiative taken by the university to train women lecturers, offer scholarships to women in order to improve their abilities in delivery of services as well as to position them appropriately in order to compete with male counterparts for existing and emerging senior positions within the university. Overall, mentorship was noted to play a key role in driving female lecturers' progression to management positions, principally through encouragement and facilitation for the female lecturers to undertake training in various aspects of professional and administrative nature, and participation in seminars, workshops and conferences. Thus the role of the

mentor was seen as a significant advantage in developing one’s skills and ability and hence career prospects.

4.3 Influence of administrative support on women lecturers’ progression to management positions at the University of Liberia

Objective two sought to investigate whether administrative support influenced women lecturers’ progression to management positions at the University of Liberia. Table 4.5 presents the resultant responses.

Table 4.5: Administrative support

Responses	Frequency	Percentage
Yes	88	55
No	64	40
Don’t Know	8	5
Total	160	100

Majority of respondents (55%) affirmed that administrative support of women lecturers’ progression to management positions was a priority of management at the University of Liberia. Elsewhere research has shown that management of institutions rarely provided a supportive environment to women lecturers’ progression to management ((Nolusindiso, 2013). In their opinion, the majority of respondents (90%) agreed that administrative support plays a role in enabling one to progress to management position (Table 4.6). These findings suggest that if management were to support women lecturers’ progression to management, then

the number of women would be higher in the management. According to Malelu (2015), women faculty faced a lot of negative office politics that caused their career advancement at the upper ranks to be slow.

Table 4.6: Role of administrative support

Responses	Frequency	Percentage
Yes	144	90
No	16	10
Total	160	100

The requisite support highlighted by respondents include introduction of mentorship programs by 10% and staff motivation by 5% of the respondents.

The respondents were asked to complete the questionnaire indicating the extent to which they agreed with the statements provided in regard to administrative support at the University of Liberia. Table 4.7 presents the perception of the respondents with regard to availability of administrative support at the University of Liberia.

Table 4.7: Availability of administrative support at the University of Liberia

No	Administrative support	5	4	3	2	1
		SA	A	N	D	SD
a	There is provision / availability of opportunities to progress	15	65	15	5	0
b	Lecturers are taken to better performing institutions for bench marking to facilitate lecturer progression.	25	40	15	20	0
c	Management provide in-service training/development services for lecturers	30	55	15	0	0
d	Management allows flexible work schedules for lecturers	35	45	15	0	5
e	Management organizes for lecturers' workshops/seminars/conferences	45	55	0	0	0

From Table 4.7, the majority of respondents (80%) agreed that there was provision/ availability of opportunities for women lecturers to progress to management positions. With regard to benchmarking, the majority of respondents (65%) agreed that lecturers at the institution are taken to better performing institutions for bench marking as a means of facilitating lecturers' progression.

Further, the majority of respondents (85%) agreed that the management of the institution provides in-service training/ development services for lecturers. In addition, the majority of respondents (80%) agreed that management provides flexible work schedules for lecturers. All respondents (100%) agreed that management organizes for lecturers' workshops/seminars/conferences. These findings clearly suggest that adequate administrative support for staff progression to senior positions including management exist.

Table 4.8 presents correlation coefficient between administrative support and women lecturers' progression to management positions at the University of Liberia.

Table 4.8: Correlation between administrative support and women lecturers' progression

Independent variable	Statistics	Administrative Support	Women Lecturers' Progression to management
Administrative Support	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.002
	Sum of Squares and Cross-products	5.830	3.975
	Covariance	.307	.209
	N		160

The areas of institutional support of great impact included facilitation of female lecturers to undertake training in various aspects of professional and administrative nature, research, participation in seminars, workshops and

conferences, and promotion of gender equity. This is in agreement with the findings of Stanger and Kinder (2008) who stated that administrative support strongly influence women lecturers’ progression to management positions. However, Nolusindiso’s findings (2013) indicated that management did not provide a supportive environment.

4.4 Influence of internal affirmative action Policy on women lecturers’ progression to management positions at the University of Liberia

Objective three sought to establish the influence of implementation of internal affirmative action Policy on women lecturers’ progression to management positions at the University of Liberia. Table 4.9 presents the responses related to prioritization of the affirmative policy by management of the University of Liberia.

Table 4.9: Prioritization of affirmative policy by the University of Liberia

Responses	Frequency	Percentage
Yes	120	75
No	40	25
Total	160	100

The majority of respondents (75%) indicated that implementation of affirmative policy is a priority of management at the University of Liberia. A similar pattern was presented by the majority (90%) in responding to the role of affirmative action policy in enabling worker progression to management levels (Table4.10).

Table 4.10: Role of affirmative policy as enabler to progression to management

Responses	Frequency	Percentage
Yes	144	90
No	16	10
Total	160	100

From Table 4.10, the majority of respondents (90%) indicated that implementation of affirmative action policy plays a role in enabling one to progress to management levels in an institution. The findings imply that affirmative action policy is present at the University of Liberia and that the presence of women in management has been due to this policy. These findings are contrary to those of Rahbari (2016) who found out that gender discrimination was restricting women's choices by systematically excluding them from educational, managerial and administrative positions. Secondly, in spite of the substantial increase in women's enrolment in tertiary education, significant development in women's position and role in scientific and educational institutions has not taken place.

With regard to the implementation of affirmative action policy at the University of Liberia, the respondents were asked to complete the questionnaire indicating the extent to which they agreed with the statements provided. Table 4.11 presents the respondents' perception of the implementation of affirmative policy at the University of Liberia.

Table 4.11: Implementation of affirmative policy at the University of Liberia

N	Statement	5	4	3	2	1
		SA	A	N	D	SD
a	UL implements internal affirmative action fully	20	50	25	5	0
b	Appointment and promotion of senior administrators is done according to internal affirmative action policy.	10	40	40	10	0
c	The UL internal affirmative action policy has clear guidelines on staff progression from one grade to another.	20	30	45	5	0
d	Both men and women stand a better chance to progress with the implementation of affirmative action policy	35	35	15	10	0
e	Affirmative action has been used to help increase women in the top management positions.	20	30	30	20	0
f	More women have been promoted to senior management positions due to implementation of affirmative policy.	25	15	45	15	0
g	There is increased representation of women lecturers in senior management position.	15	40	30	10	5
h	The UL is committed to drive gender equity.	20	50	25	5	0
i	Both men and women are involved in decision making of the university.	40	45	10	5	0
J	Management is committed to drive gender equality	25	60	10	5	0

From Table 4.11, it is readily seen that there is a wide range of indicators confirming the availability of actions, pointing towards implementation of affirmative action policy at the University of Liberia. The majority of respondents (70%) agreed that the University of Liberia implements internal affirmative action fully. The majority of respondents (50%) agreed that appointment and promotion of senior administrators is done according to internal affirmative action policy. The majority of respondents (50%) agreed that the University of Liberia's internal affirmative action policy has clear guidelines on staff progression from one grade to another. Majority of respondents agreed that both men and women stand better chance of progressing with the implementation of the affirmative action policy.

However, majority (70%) agreed that affirmative action has been used to help increase women into the top management positions, with yet another majority (50%) indicating that more women have been promoted to senior management due to the implementation of affirmative action policy. This fact is confirmed by a majority of respondents (55%) agreeing that there has been increased representation of women lecturers in senior management positions. Notable areas of the affirmative action policy intervention as highlighted by the majority (70%) were in the area of the University of Liberia's commitment to drive gender equity. Majority respondents (85%) agreed that both men and women are involved in

decision making at the University of Liberia. Further, majority of the respondents (85%) agreed that management is committed to driving gender equality.

While the respondents indicated that implementation of internal affirmative action policy influence women lecturers' progressions to management positions, notably through gender equity and equality, the affirmative action on the whole didn't have statistically insignificant influence on women lecturers' progression to management positions at the University of Liberia as indicated in Table 4.12.

4.12: Correlation coefficient between affirmative action policy and women lecturers' progression to management positions

Independent variable	Statistics	Affirmative Action Policy	Women Lecturers' Progression to management
Affirmative Action Policy	Pearson Correlation	1	-.153
	Sig. (2-tailed)		.520
	Sum of Squares and Cross-products	27.926	-2.044
	Covariance	1.470	-.108
	N	160	160

Though, a weak association, internal affirmative action was inversely related with women lecturers' progression. This points to the fact that women lecturers, perhaps tend to relax in their pursuit for fulfilling the requisite progression/promotion requirements. According to Omolade (2012), the most significant predictors of rank and tenure are degree, productivity, duration of subscription to a journal and membership in a professional organization. These predictors were

also of importance to one's academic career growth. He continuous to explain that even after acquiring doctoral degrees from prestigious universities and demonstrating great scholarly activities, women faculty were not promoted to high ranks or attain tenure as fast as their male counterparts.

4.5 Influence of promotion criteria on women lecturers' progression to management positions at the University of Liberia

Objective four sought to establish the influence of promotion criteria on women lecturers' progression to management positions at the University of Liberia. The respondents' responses on whether promotion criterion was a priority of management of the University of Liberia or not is presented in Table 4.13.

Table 4.13: Promotion criterion at University of Liberia

Response	Frequency	Percentage
Yes	128	80
No	32	20
Total	160	100

The majority of respondents (80%) indicated that promotion criterion was a priority of the management of the University of Liberia. Further, majority (90%) of the respondents agreed that promotion criteria played a role in enabling one to progress to management position. The reasons given for this observation included the fact that one can do so based on performance and qualifications, and that it is a just and fair approach, with the majority highlighting the later.

With regard to whether respondents had been promoted at the University of Liberia, the resultant feedback is presented in Table 4.14.

Table 4.14: Promotion while at the University of Liberia

Response	Frequency	Percentage
Yes	61	38
No	99	62
Total	160	100

From Table 4.14, the majority of respondents were not promoted while working at the University of Liberia. The factors that led to promotion included academic qualification, experience, hard work and diligence, with the majority singling out hard work and diligence. This implies affirmative action, administrative support and mentorship were not the only enablers to progression to management. This is in agreement with (Eagly and Sczesny, 2009) who found out that contributing factors for the limited career advancement for women included some aspects of social programs and policy, limited human capital and the societal expectation of female participation in service industries such as education, health services, and social and community services.

The respondents were also asked to give their opinion in regard to promotion criteria at the University of Liberia. The responses given are presented in Table 4.15.

Table 4:15: Promotion criteria at the University of Liberia

No	Criteria for promotion	5	4	3	2	1
		SA	A	N	D	SD
a	Competence	65	30	5	0	0
b	Qualifications	65	30	5	0	0
c	Past appraisal ratings	35	40	20	5	0
d	Years of experience	45	30	20	5	0
e	Networking	25	15	35	20	5
f	Political connections	20	15	25	20	20
g	Commitment/hard work	30	30	20	15	0
h	Age	10	25	10	50	5
i	Favour with immediate supervisor	30	10	10	25	25

From Table 4.15, the majority of respondents (95%) strongly agreed that the promotion criteria at the University of Liberia were based on qualifications and competence. A further majority (75%) agreed that promotion criteria at the University was based on past appraisal ratings and years of experience. With regard to networking, a sizeable proportion of respondent (40%) agreed that this parameter constituted a criterion for promotion at the University of Liberia with over half of these respondents disagreeing. 35% of the respondents agreed that political connections influenced promotion at the University of Liberia, while the majority of them (40%) disagreed. 60% of the respondents agreed that

commitment/hard work was a criterion for promotion at the University of Liberia. The majority of respondents (55%), however, disagreed that age was a criterion for promotion at this university. The majority of respondents (50%) disagreed with the fact that favor with immediate supervisor, was criterion for promotion at the University of Liberia. It is therefore clear, on the basis of the findings above, that the University of Liberia has well stipulated criteria for promotion across all cadres of establishment. Despite this, it was noted that marginalization which was the order of the criteria, negated the attainment of the desired outcomes. However, the influence of the promotion criteria on women lecturers' progression was statistically insignificant (Table 4.16).

Table 4.16: Correlation coefficient between promotion criteria and women lecturers' progression to management

Independent variable	Statistics	Promotion Criteria	Women Lecturer's Progression to management
Promotion Criteria	Pearson Correlation	1	.110
	Sig. (2-tailed)		.646
	Sum of Squares and Cross-products	2.945	.476
	Covariance	.155	.025
	N	160	160

Nolusindiso (2013) established that the university policies of recruitment and promotion are not transparent, as indicated by the respondents who believed that the institution did not show commitment to promote gender equity, and that the institution did not encourage women to participate in initiatives that promoted

gender equity. In addition, the university lacked structured procedure to promote mentoring of young academic staff, and in general, respondents indicated that management did not provide a supportive environment.

When female administrators were asked how they managed to combine the conventional role of a woman with the social expectations of a successful manager, one of the female administrators had this to say;

aah.....we must admit that combining the conventional role of a woman with the social expectations of a successful manager is a big challenge. But one must strive to perform either way. This can only be possible when one is an administrator when in office and a wife/mother while in the house. Otherwise you will be deemed as a failure if you did not balance the two. This makes me work extremely hard, of course getting worked up at times.

From this quote, women seem to be having challenges in combining the conventional role of women with the social expectations of a successful manager. From the Socialist Feminist theory perspective one can argue that these challenges could be what discourage most women from applying for promotions to be in administrative positions.

4.6 Women lecturers' progression to management positions

This study sought to establish if progression of women lecturers to management positions was a priority of the management at the University of Liberia. Table 4.17 gives the responses received.

Table 4.17: Women lecturers' progression at the University of Liberia

Response	Frequency	Percentage
Yes	90	56
No	70	44
Total	160	100

The majority of respondents (56%) indicated that progression of women to management positions was a priority of management at the University of Liberia. With regard to the rate of progression of women lectures to management positions, the majority (40%) noted that it was satisfactory.

Table 4:18 presents respondents' opinion in regard to women progression to senior management positions at the University of Liberia.

Table 4.18: Women progression to senior management positions at the University of Liberia

No	Statement	5	4	3	2	1
		SA	A	N	D	SD
a	Women lectures at UL take on challenging work tasks	25	50	5	20	0
b	The Quality of work done by women lecturers at UL is satisfactory	25	50	25	25	0
c	The Quantity of work done by women lecturers is sufficient	10	50	40	0	0
d	There is high Level of Motivation among women lecturers at UL	15	50	15	20	0
e	There exists good level of women lecturer Commitment at UL	15	45	25	10	5
f	Habits and behaviours of women lectures of UL are within acceptable range	5	70	15	10	0
g	More women have been promoted to senior management positions	15	55	25	5	0
h	There is high level participation of lecturers in generation of new ideas	20	60	10	10	0
i	There is increased representation of women lecturers in senior management position	20	55	10	10	5
j	There is greater job satisfaction among female lecturers	25	25	40	40	0

From Table 4:18, majority of respondents (75%) agreed that women lecturers at the University of Liberia take on challenging tasks and that the quality of work done by these staff is satisfactory. 60% of the respondents agreed that the quantity

of work done by women lecturers is sufficient. This dispels any suspicion that they are disproportionately overloaded. This is confirmed by 65% of the respondents who agreed that there is high level of motivation among women lecturers at the University of Liberia. Majority of the respondents (60%) agreed that there exists good level of women lecturer commitment at the University of Liberia, with 70% of the respondents agreeing with the fact that habits and behaviours of women lecturers of the University of Liberia are within acceptable range. Majority of respondents (70%) agreed that more women lecturers have been promoted to senior management positions. Further, the majority of respondents (80%) agreed that there is high level of participation of women lecturers in generation of new ideas at the university, while another majority (75%) of the respondents were in agreement that there is increased representation of women lecturers in senior management positions at the university. Majority of respondents (50%) agreed that there is greater job satisfaction among female lecturers.

Despite women lecturers doing all it takes to earn promotion to management positions, respondents highlighted various factors that hindered them from progressing to top management positions. Notable factors included marginalization, short tenure at the university, age, favoritism, bureaucracy, laxity in management, and lack of requisite qualifications, with the majority (38%) singling out bureaucracy as the major impediment. According to (Eagly&Sczesny,2009), contributing factors given for the limited career

advancement for women included some aspects of social programs and policy, limited human capital and the societal expectation of female participation in service industries such as education, health services, and social and community services. The majority of the respondents (56%) noted that the university was not doing enough to enhance women lecturers' progression to management, and went on to propose additional strategies that could be adopted by the University of Liberia in order to improve women lecturers' progression to management positions. These strategies include: enhancement of capacity building/ training of women lecturers; provision of scholarships to women; evaluating women periodically; strict adherence to affirmative action; encouraging women lecturers to apply for management positions; employing more women lecturers; stopping to import women power from abroad; instituting mentorship of women in management; and creating more opportunities for women. The majority of the respondents (38%) laid emphasis on provision of scholarships to female staff.

One of the female administrators had this to say;

..... one can't really say that there is one best way of enhancing women progression to management positions. A combination of various techniques such as diligence at work, qualifications, experience among others would do. But above all women should be empowered to develop their self esteem and self confidence in order to progress in their careers. In other words women must just work against all odds to be able to rise to management positions.

From the above comment, it is imperative to empower and encourage women to take up management positions in their work place.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study. The overall objective of the study was to investigate the influence of institutional practices on women lecturers' progression to management positions in Liberia, with specific focus on the University of Liberia.

5.2 Summary of the study

Despite the key role played by women in social and economic development, gender differences in education and formal employment have continued to retard the female potential in favor of the male counterparts. Consequently, this study sought to investigate the influence of institutional practices on women lecturers' progression to management positions in Liberia based on the perspectives of the University of Liberia.

The specific objectives of the study included i) To determine the influence of women mentors on women lecturers' progression to management positions at the University of Liberia; ii) To establish the influence of administrative support on women lecturers' progression to management positions at the University of Liberia; iii) To establish the influence of internal affirmative action Policy on women lecturers' progression to management positions at the University of Liberia; iv) To establish the influence of promotion criteria on women lecturers'

progression to management positions at the University of Liberia; and v) To assess the factors that hinder women lecturers' progression to management positions at the University of Liberia.

In order to deepen understanding and focus of the study, an extensive literature review was conducted, principally on the key drivers of women faculty progression to management positions from institutional point of view. In particular, the literature review focused on the interaction between women faculty progression and mentorship, administrative support, affirmative action policy and promotion criteria.

The study employed a descriptive research methodology that incorporated survey techniques in collecting data from target respondents, who were employees of the University of Liberia using both structured questionnaires and interview guide. The survey sample consisted of all full time lecturers and senior administrators at the University of Liberia. Purposive sampling was used as a guide to selecting women senior administrators of the university while simple random sampling was used to select male administrators. Stratified random sampling was used to select lecturers. A total of 160 respondents comprising of 1 president, 5 vice presidents, 10 heads of academic programs, and 144 lecturers participated in the survey. Data collected was coded, input into, and analyzed using SPSS statistical analysis software Version 20.

For qualitative data, content analysis of documentary and verbal material was used for analysis while quantitative data was analyzed using descriptive statistics

to give frequency counts and percentages. The findings are presented in frequency tables and charts.

5.3 Summary of the Findings

5.3.1 Influence of women mentors on women lecturers' progression to management positions at the University of Liberia

The majority of respondents agreed that there were interactions between senior lecturers and junior lecturers and indicated that the numbers of the mentees had increased at the University of Liberia. The majority of respondents indicated that mentees at the institution show initiatives in their work, were quick to learn new tasks from mentors, were willing to take up new tasks and that mentees showed commitment/hard work. It is clear from the findings of the study that mentorship plays a key role in driving female lecturers' progression to management positions, principally through encouragement and facilitation for the female lecturers to undertake training in various aspects of professional and administrative nature, and participation in seminars, workshops and conferences.

5.3.2 Influence of administrative support on women lecturers' progression to management positions at the University of Liberia

Majority of respondents affirmed that administrative support of women lecturers' progression to management positions was a priority of management at the University of Liberia. In their opinion, administrative support plays a role in enabling one to progress to management.

Largest proportion of respondents cited the following as means of administrative support to women lecturers progression to management positions at the University of Liberia; provision/ availability of opportunities for women lecturers to progress to management positions, lecturers at the institution being taken to better performing institutions for bench marking, providing in-service training/ development services for lecturers, providing flexible work schedules for lecturers, and organizing for lecturers' workshops/ seminars/conferences. These findings clearly suggest that adequate administrative support for staff progression to senior management positions exist.

5.3.3 Influence of affirmative action policy on women lecturers' progression to management positions at the University of Liberia

The majority of respondents indicated that implementation of affirmative action policy is a priority of management at the University of Liberia and that implementation of this policy plays a role in enabling one to progress to management positions in the institution. According to the majority of respondents, the University of Liberia implements internal affirmative action policy fully with the policy having clear guidelines on staff progression from one grade to another. According to the findings of the study, both men and women stand better chances of progressing with the implementation of the affirmative action policy. However, the policy has been used to help increase number of women into the top management positions. Notable areas of the affirmative policy intervention as

highlighted by the majority of the respondents were in the areas of the University of Liberia's commitment to drive gender equity and involvement of staff in decision making.

5.3.4 Influence of promotion criteria on women lecturers' progression to management positions at the University of Liberia

The majority of respondents indicated that promotion criterion was a priority of the management of the University of Liberia and that promotion criteria played a role in enabling one to progress to management positions. The reasons given for these observations included the fact that one can do so based on performance and qualifications, and that it is a just and fair approach, with the majority highlighting the later. However, it was noted that the majority of respondents were not promoted while working at the University of Liberia. The factors that led to promotion at the University of Liberia included academic qualification, experience, hard work and diligence, with the majority singling out hard work and diligence. In addition, promotion criteria at the University of Liberia were based on qualifications and competence, past appraisal ratings, years of experience, networking, hard work and political connections. Age and favor with immediate supervisor were refuted by the majority of respondents as criterion for promotion at the University of Liberia.

5.3.5 Women lecturers' progression to management positions

The majority of respondents indicated that progression of women lecturers to management positions was a priority of management at the University of Liberia. The rate of progression of women lectures to management positions was noted to be satisfactory. The majority of the respondents noted that the university was not doing enough to enhance women lecturers' progression to management, and went on to propose additional strategies that could be adopted by the University of Liberia in order to improve women lecturers' progression to management positions. These strategies include: enhancement of capacity building/ training of women lecturers; provision of scholarships to women; evaluating women periodically; strict adherence to affirmative action; encouraging women lecturers to apply for management positions; employing more women lecturers; stopping to import women power from abroad; instituting mentorship of women in management; and creating more opportunities for women. The majority of the respondents laid emphasis on provision of scholarships to female staff.

5.4 Conclusions

Based on the findings above, the study concluded as follows:

- 1) Mentorship plays a key role in driving female lecturers' progression to management positions, principally through encouragement and facilitation for the female lecturers to undertake training in various aspects of professional and administrative nature, and participation in seminars, workshops and conferences.

- 2) Administrative support strongly influences women lecturers' progression to management positions, principally through facilitation of female lecturers to undertake training in various aspects of professional and administrative nature, research, participation in seminars, workshops and conferences, and promotion of gender equity.
- 3) Affirmative action alone was not enough to enable women progression to management. Other factors that included academic qualification, experience, hard work and diligence were necessary for one to be promoted.
- 4) Despite women lecturers doing all it takes to earn promotion to management positions, marginalization and bureaucracy negate attainment of the desired outcomes of institutional promotion criteria, and therefore, impede women lecturers' progression to management positions.

5.5 Recommendations of the study

The following are the key recommendations arising from this study:

- a) Although mentorship of young female staff was evident, there were no structures put in place to promote it. The researcher therefore recommends that institutions should have structured procedure to promote mentoring of young female staff. In addition, women should take initiative to develop better working relationship and networking relationship with other women.

- b) Since from the study, administrative support strongly influences women lecturers' progression to management positions, the researcher recommends that the administrations of institutions should intensify facilitation of female lecturers to undertake training in various aspects of professional and administrative nature, research, participation in seminars, workshops and conferences, and promotion of gender equity.
- c) As concerns the implementation of affirmative action policy, the researcher recommends strict enforcement of more affirmative action to enable more women to progress to management positions. Women should however be encouraged to work hard and diligently to meet the criteria for promotion.
- d) In connection to the promotion criteria, there should be a review of promotion criteria with a bias to female leading. In addition, women should be encouraged to apply for the positions.

5.5 Suggestions for future Work

The researcher proposes that;

- i) The study be extended to other universities with a view to undertaking a comparative analysis of the women lecturers' progression to management positions in public and private universities in Africa.

- ii) A study on the impact of the Liberian national affirmative action policy in the institutions of higher learning and in particular universities could be of great importance.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION.

Dear Sir/Madam,

RE: INVITATION TO PARTICIPATE IN RESEARCH

I am a Masters student at the University of Nairobi pursuing a degree in Educational Administration. I would like to invite you to participate in my study titled "the influence of institutional factors on women lecturers' progression to management positions in the University of Liberia.

Attached, please find a questionnaire to assist in collecting data on the information required. Kindly fill the questionnaire honestly and to the best of your knowledge. All responses will solely and exclusively be used for academic purposes of the study.

Thanking you in advance, I look forward for your maximum co-operation.

Yours faithfully,

Louise M Kiahun

APPENDIX II: QUESTIONNAIRE FOR LECTURERS

Introduction

This questionnaire is divided into four sections that will take a few minutes of your time to complete. Please respond by ticking the appropriate box or giving a brief explanation in the blank spaces provided. Your assistance is highly appreciated.

SECTION A: PERSONAL AND ORGANIZATION CHARACTERISTICS

1. What is your Gender? (tick as appropriate)
(a) Female () (b) Male ()
2. What is your age bracket?
a) Under 20 years () (b) 21 – 30 years () (c) 31 – 40 years () (d) Over 50 years ()
3. What is your highest academic qualification?
(a) Certificate [] (b) Diploma [] (c) 1st Degree [] (d) Post Graduate []
4. Indicate the category of staff you belong to. (e.g. administrator/lecturer, etc.)
.....

5. For how long have you worked for UL without interruption of service? (tick as appropriate)

- (a) Less than two years () (b) 2 – 5 years () (c) 6 – 10 years () (d) Over 10 years ()

SECTION B: Mentorship and women lecturers’ progression to management position.

6. Is mentorship of women to management position a priority of management at UL?

- (a) Yes (b) No

7. Does mentorship play a role in enabling one to progress to management? (a) Yes

(b) No Please explain.....

8. Please tick in the appropriate box the extent to which you agree with each of the statements in regard to mentorship at UL .Use a scale of 1-5, where **5 = Strongly agree (SA), 4=Agree (A), 3= Neutral (N), 2= Disagree(D), 1= Strong disagree (SD)**

No	Mentorship	5	4	3	2	1
		SA	A	N	D	SD
a	There are interactions between senior lecturers and junior lecturers.					
b	There is increased number of mentors and mentees					
c	Mentees show initiatives in their work					
d	There is evidence of quick learning of					

	new tasks from mentees					
e	Mentees are willing to take up new tasks					
f	Mentees show Commitment/hard work					
g	There is evidence of co-authoring of books/articles					
h	Lecturers are recommended to fellowships and programs					
i	There is evidence of understudying					
j	Mentors and mentees attend conferences together for sharing ideas.					

SECTION C: Administrative support and women lecturers’ progression to management position.

8. Is administrative support of women to management positions a priority of management at University of Liberia? (a) Yes (b) No
9. Does administrative support play a role in enabling one to progress to management? (a) Yes (b) No Please explain.....
10. Please tick in the appropriate box the extent to which you agree with each of the statements in regard to administrative support at UL .Use a scale of 1-5, where **5 = Strongly agree (SA), 4=Agree (A), 3= Neutral (N), 2= Disagree(D), 1= Strong disagree (SD)**

N o	Administrative support	5	4	3	2	1
		SA	A	N	D	SD
a	There is provision / availability of opportunities to progress					
b	Lecturers are taken to better performing institutions for bench marking to facilitate lecturer progression.					
c	Management provide in-service training/development services for lecturers					
d	Management allows flexible work schedules for lecturers					
e	Management organizes for lecturers' workshops/seminars/conferences					

SECTION D: Affirmative action policy and women lecturers' progression to management position.

11. Is implementation of affirmative policy a priority of management at UL? (a) Yes

(b) No

12. Does implementation of affirmative policy play a role in enabling one to progress

to management? (a) Yes (b) No. Please explain.....

13. Please tick in the appropriate box the extent to which you agree with each of the statements in regard to implementation of affirmative action policy at UL. Use a scale of 1-5, where **5 = Strongly agree (SA)**, **4=Agree (A)**, **3= Neutral (N)**, **2= Disagree(D)**, **1= Strong disagree (SD)**

N o	Statement	5	4	3	2	1
		SA	A	N	D	SD
a	UL implements internal affirmative action fully					
b	Appointment and promotion of senior administrators is done according to internal affirmative action policy.					
c	The UL internal affirmative action policy has clear guidelines on staff progression from one grade to another.					
d	Both men and women stand a better chance to progress with the implementation of affirmative action policy					
e	Affirmative action has been used to help increase women in the top management positions					
f	More women have been promoted to					

	senior management positions due to implementation of affirmative policy					
g	There is increased representation of women lecturers in senior management position					
h	The UL is committed to drive gender equity					
i	Both men and women are involved in decision making of the university					
j	Management is committed to drive gender equality					

SECTION E: Promotion criteria and women lecturers' progression to management position.

14. Is a promotion criterion a priority of management at UL? (a) Yes (b) No
15. Does promotion criteria play a role in enabling one to progress to management?
 (a) Yes (b) No. Please explain.....
16. Have you ever been promoted at University of Liberia?
17. If yes, what factors led to your promotion?.....
18. Please tick in the appropriate box the extent to which you agree with each of the statements in regard to promotion criteria at UL .Use a scale of 1-5, where **5** =

Strongly agree (SA), 4=Agree (A), 3= Neutral (N), 2= Disagree(D), 1= Strong disagree (SD)

N o a b c d e f g h i	Criteria for promotion	5	4	3	2	1
		SA	A	N	D	SD
a	Competence					
b	Qualifications					
c	Past appraisal ratings					
d	Years of experience					
e	Networking					
f	Political connections					
g	Commitment/hard work					
h	Age					
i	Favour with immediate supervisor					

SECTION F: Women lecturers’ progression to management position.

19. Is progression of women to management positions a priority of management at UL? (a) Yes (b) No

20. How do you rate the progression of women lecturers’ to management positions?
a) good b) satisfactory c) poor.

21. Please tick in the appropriate box the extent to which you agree with each of the statements in regard to women progression to senior management positions

.Use a scale of 1-5, where **5 = Strongly agree (SA)**, **4=Agree (A)**, **3= Neutral**

(N), **2= Disagree(D)**, **1= Strong**

disagree (SD)

N	Statement	5	4	3	2	1
		SA	A	N	D	SD
a	Women lectures at UL take on challenging work tasks					
b	The Quality of work done by women lecturers at UL is satisfactory					
c	The Quantity of work done by women lecturers is sufficient					
d	There is high Level of Motivation among women lecturers at UL					
e	There exists good level of women lecturer Commitment at UL					
f	Habits and behaviours of women lectures of UL are within acceptable range					
g	More women have been promoted to senior management positions					
h	There is high level participation of lecturers in generation of new ideas					
i	There is increased representation of					

	women lecturers in senior management position					
j	There is greater job satisfaction among female lecturers					

15 In your opinion, what factors have hindered you from progressing to top management positions?.....

16 In your opinion, do you think your university is doing enough to enhance women lecturers' progression to management? Please explain.....
.....

17 What additional strategies would you recommend to your institution for improving women lecturers progression to management?.....

APPENDIX III

AN IN- DEPTH INTERVIEW GUIDE FOR UNIVERSITY'S PRESIDENT, VICE PRESIDENTS AND HEADS OF ACADEMIC PROGRAMS

1. What was your work experience at the UL as a lecturer before occupying your present position and what position are you in?
2. How long have you been in this position?
3. In your opinion, are men better leaders than women? Please explain.
4. Briefly share with me how you managed to reach the position you are occupying.
5. What personal characteristics would you say enabled you to attain your present position?
6. What initiatives has your Institution taken to promote women lecturers' progression to management positions? Are these initiatives working? Please explain.
7. Tell me about mentorship relationship at UL. How was it helpful in your progression to management?
8. In your opinion, do you think mentorship plays a role in enhancing women lecturers 'progression to management positions? Please explain.
9. In your opinion, do you think support from the administration plays a significant role in enhancing women lecturers' progression to management positions? Please explain.

10. How does implementation of internal affirmative action policy influence women lecturers' progression to management positions?
11. Kindly comment on promotion criteria at the University of Liberia
12. How do you manage to combine the conventional role of a woman with the social expectations of a successful manager? (for female administrators only)
13. What challenges hinder women progression to management?
14. What additional initiatives would you suggest for enhancing women lecturers' progression to management position?
15. Kindly comment on men/women balance in management in University of Liberia.

APPENDIX IV
RESEARCH AUTHORIZATION

APPENDIX V
RESEARCH PERMIT

APPENDIX VI
RESEARCH ATTESTATION